# Lesson 2

## W.A.G.E.S. Program Overview

<table>
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<th>Purpose</th>
<th>This lesson is an opportunity for students to understand the scope and sequence of the course. Through the lesson, students will become familiar with the foundation skills and attitudes associated with being a successful worker. The “Making W.A.G.E.S. Contest” provides a forum for students to become familiar with vocabulary and content pertinent to later lessons and activities in the curriculum.</th>
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| Learning Outcomes | - Students will demonstrate knowledge of the four foundation skills (i.e., locus of control, teamwork, communication, problem solving) necessary to make successful connections on the job.  
- Students will demonstrate knowledge of the attitudes (e.g., dependability, honesty, enthusiasm) associated with effective social skills on the job. |
| Review | Explain to students that the qualities for workplace success that were generated in Lesson 1 will be the basis for teaching the remainder of the course. Have them refer to their workplace-qualities list as they learn more in Lesson 2 of how these skills will be taught. |
| Required Materials | - Overheads (2) on W.A.G.E.S. Foundation Skills and Attitudes  
- Flip chart or white board/chalkboard  
- “Making W.A.G.E.S.” game cards (see Appendix)  
- “Making W.A.G.E.S.” Tally Sheet  
- Timer or clock  
- Treats or some other incentive  
- List of workplace qualities (generated in Lesson 1) |
Lesson 2 Vocabulary

Refer to the overheads (end of lesson) and the Unit One Vocabulary List as you introduce the following vocabulary words and phrases.

Foundation Skills: Those social skills or attitudes that are most important for experiencing success on the job. Foundation skills include:

Locus of Control (LOC): The “location” of an individual's sense of personal control or responsibility over actions and events. Example: People who tend to blame others have a locus of control that is located outside of themselves.

- **Internal Locus of Control**: “Internal locus of control” is a measure that determines how much self-control and responsibility a person has for his or her own behavior. People with a strong internal locus of control tend to “own,” or take credit or blame for, their actions. Example: apologizing for being late to a meeting without making excuses.

- **External Locus of Control**: “External locus of control” is a measure of how little self-control and responsibility a person has for his or her own behavior. People with a strong external locus of control tend to “moan” about, or place credit or blame for, their actions on events or people outside of their own control. Example: whining or making excuses about being late to a meeting.

Teamwork: The measure of a person's ability to work with others to accomplish a task. Example: a group of workers efficiently moving furniture into a home.

Communication: The measure of how well a person makes his or her thoughts and feelings known to others. Example: maintaining good eye contact with your employer while discussing work tasks.

Problem Solving: The measure of how well a person can develop strategies for overcoming obstacles or issues with people or situations. Example: figuring out how to ask your boss for more hours on the job.

Attitudes: Those qualities that a person needs to reflect a positive attitude on the job. They include:

- Dependability: The measure of how much a person can be relied upon by coworkers and supervisors to perform work-related tasks. Example: showing up on time ready to work every day.

- Honesty: The measure of how much a person is truthful to and respectful of coworkers and supervisors. Example: confessing about losing a tool that was important to all workers in the shop.

- Enthusiasm: The measure of how much a person enjoys his or her work and expresses that enjoyment appropriately to others. Example: encouraging coworkers to eat lunch together once a week.
DESCRIPTION OF ACTIVITY

ACTIVITY 2.1  OVERVIEW OF CURRICULUM (10 MINUTES)

This activity will allow students to take the list of ideas that was generated in Lesson 1 and tie those qualities, skills, attitudes, etc., into the scope and sequence of the curriculum.

- **Post** the list of desired workplace qualities that the students generated during Activity 1.1 in Lesson 1, or **copy** the list and make a handout available to each student.

- **Using the Foundation Skills and Attitudes overheads**, provide students with the big picture overview of the entire course. Explain the definitions of each of the vocabulary words on these overheads to the students (you will need to give the students definitions for vocabulary words in each of the lessons as you progress through the curriculum). Refer to their list of desirable workplace qualities as the units of instruction are discussed, explaining that those workplace qualities they generated will be taught within the four units of “Locus of Control,” “Teamwork,” “Communication,” and “Problem Solving.” Attempt to get students excited about the course by explaining that they will be doing many enjoyable, hands-on activities. Also, let them know that rewards/incentives will be used periodically.

- **Write** the four foundation skills (the names of the four units) that represent the scope and sequence of the curriculum on the board or flip chart.

- **Task:** Attempt to categorize all of the student-generated responses from their desirable workplace qualities list under the four foundation skills. Explain that the social skills that have been discussed can be recorded within each of the four foundation skill areas. For example, the students might have generated “cooperation” as a desirable workplace quality. This might be categorized under both “Teamwork” and “Problem Solving.”

ACTIVITY 2.2  “MAKING W.A.G.E.S. CONTEST” (30 MINUTES)

This activity will introduce students to a game where they can compete for incentives by demonstrating their level of knowledge of course content. The game can be repeated occasionally to review vocabulary and concepts contained within the curriculum. Students should be able to demonstrate higher levels of learning and performance as the game is repeated.

- **Divide** students into a maximum of three teams. Provide each team with a “Making W.A.G.E.S.” Tally Sheet that reflects the four content areas to be addressed in the course. A reproducible master of the tally sheet is included later in this lesson.

- **Explain** to students that they will be asked to define or perform certain tasks contained on the back of the “Making W.A.G.E.S.” cards in each
of the four content areas; tasks are worth from 100 to 500 points. Tell them that “the higher the number of points, the more difficult the problem.” When playing the game for the first time, it is advisable to limit game cards to 100- and 200-point questions. As teams choose cards and correctly answer the problems presented on the back of each card, members will keep track of points scored with each round played. It is a good idea for you to keep track of the points on the board or overhead as well. In addition, you will need to judge students’ performance on some of the questions to determine if they earned the points.

- **Requirements:** Each team will be given two minutes to solve as many problems as possible without making a mistake. During the two-minute round, each team member must take a turn selecting a problem of varying point value and provide a reasonable answer to the teacher in order to score points. The problems chosen by team members must be representative of all four foundation skills (Locus of Control; Teamwork; Communication; Problem Solving). In other words, members must select a problem from within each of the four areas before repeating a category; for example, a second problem from Teamwork cannot be selected before problems from the other three categories are chosen. Team members may only ask for assistance from teammates in situations where the answer requires a role-play scenario.

- **The Object** of the game is for teams to score the highest number of points in the total amount of time available. **Hint:** Choosing to answer easier questions for fewer points may mean a better chance of earning team points, but risking harder problems will generate more points per question for a team. At the end of play, total points earned throughout the game determine the winner. Incentives for the winners should be given (e.g., free time, treats, etc.).

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**Wrap-Up/Homework**

As students play the “Making W.A.G.E.S.” contest, they will progressively become more capable of performing tasks and answering questions of higher value. The lessons that follow will focus more specifically on each of the content areas highlighted by the game. Explain to students that they will have a better chance of responding to cards with higher values as they participate in the next lessons in the curriculum.
# Making W.A.G.E.S.
## Tally Sheet

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<th>Communication</th>
<th>Problem Solving</th>
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**TOTAL:**

**TOTAL:**

**TOTAL:**

**TOTAL:**

**Grand Total:**

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Locus of Control Worksheet

Directions: Provide a possible internal response and a possible external response for each situation.

1. Martin got an "F" on his science test. When the teacher asked him about it, he replied: (Example for internal: "I need to study harder."")

   Internal   External

2. Teresa was drinking a can of soda. She left it on top of the computer, even though her boss asked her to remove it. When a coworker knocked it over, the computer short-circuited. When her boss asked her about it, she said:

   Internal   External

3. Bruce wanted to get out of doing some work, so he told the boss that he had almost finished the job and then he asked for a break. Later, his boss found out that Bruce hadn't even started the job and confronted him. Bruce said:

   Internal   External
# Lesson 9

## Teamwork

### Purpose

This lesson introduces (a) the concept of teamwork and (b) the qualities and characteristics that are necessary to engage in productive teamwork.

Through a brainstorming session and a fun, hands-on activity, students will learn about the importance of teamwork on the job.

### Learning Outcomes:

- After participating in activities that articulate qualities of teamwork, students will be able to identify at least four qualities of effective teamwork that were or were not modeled in the activities.
- After participating in activities that articulate the roles of team members, students will be able to identify roles assumed by members of the team.

### Review

There is no review for this lesson.

### Required Materials

- Flip chart
- A one-gallon coffee can (This can should be perforated in random locations—seven holes is ideal—and laced with varying lengths of twine secured by knotted ends. No piece of twine should be the same length—some should be longer and some should be shorter. The knots should secure the twine on the inside of the can, with the length of the twine extending outward from the holes in the can.)
  - One five-pound bag of pinto beans
  - One foil turkey pan
  - One small plastic bowl (6–8 oz.)
  - Stopwatch or other timer
  - Qualities of Teamwork worksheet

### Lesson 9 Vocabulary

There is no new vocabulary for this lesson. Do, however, hand out the Unit Three Vocabulary List (see Appendix).
DESCRIPTION OF ACTIVITY

ACTIVITY 9.1  "WHAT IS TEAMWORK, ANYWAY?" (10 MINUTES)

In this activity students will brainstorm the many qualities of teamwork and compile them into a class list.

- Pair students up and instruct them to, as a team, generate as many qualities of teamwork as they can in five minutes. Tell them they should be able to come up with at least 10 qualities. As a time-saving alternative, the entire class can generate qualities together as you record them on the flip chart.

- Provide examples as necessary (for example, “leadership,” “cooperation,” “patience,” “communication,” “sense of humor,” “working together,” “trust,” “compromise,” etc.).

- Report to the large group the attitudes, qualities, and behaviors associated with teamwork, if you did not generate the list as a large group already.

- Record all of the information on a flip chart or board. Keep this information for Lesson 10.

- Inform students that the next activity will allow them to experience many of the qualities of teamwork and that their list will be revisited after the activity concludes.

ACTIVITY 9.2  "DON'T SPILL THE BEANS!" (30 MINUTES)

This activity will allow students to experience hands-on the qualities of teamwork they just generated. Students usually give much positive feedback about this activity.

- Make sure there is a lot of room for his activity. Moving the desks out of the way or going outside may be necessary.

- Divide students into teams of seven, or however many strands are attached to the one-gallon coffee can.

- Ask students to choose a name for their teams, and write the names of the teams on the board.

- Explain to students that they will be asked to perform three teamwork tasks with the bean can and that their performance will be assessed by time and by the amount of beans spilled completing the tasks. Have each team circle the bean can and go over the following rules:

  1. Each member must grasp the end of a strand of twine (they cannot hold the strand anywhere other than at its very end).

  2. At no point during the completion of their tasks can they utilize their other hand to shorten their strands and guide the can.
3. Time starts when the can moves, and stops when the can is sitting in the desired location.

- **Have each team** coordinate the lifting of the can so that it is held level at all times. After each team has practiced raising the can, flip a coin to see (or decide in some other fashion) which team will go first. From this point have the teams take turns performing the following tasks:
  a. With the can half full of pinto beans, have the team move the can to the top of a table at a prearranged location.
  b. With the can completely filled, have each team move the can to the tabletop.
  c. With the can completely filled, have each team move the can to the table and pour the beans into a plastic bowl until the bowl is half full (this bowl should be in the middle of the foil turkey pan so that you can easily count the beans that fall into the pan).

- **Keep track** of the elapsed time, using a stopwatch or other timing device, and the amount of beans spilled during the completion of each task. Reward each team for effort, and determine a winner for each task by comparing the speeds of the teams with the number of beans they dropped during the task.

- **Explain** that the next activity will allow the students to think about the characteristics of teamwork they just observed or used while completing the bean-carry task.

**Activity 9.3 Qualities of Teamwork Worksheet (5–10 minutes)**

This activity will allow students to demonstrate in writing their knowledge of the qualities of teamwork.

- **Have** students complete the Qualities of Teamwork worksheet by correctly identifying at least four qualities of teamwork that were evident in the work of their teams. They must provide examples of where and when these qualities were noticed.

**Wrap-Up/Homework**

Inform students that homework will be to bring back three examples of teamwork that they have experienced or observed in the community. They can write these examples on notebook paper.
RADD Worksheet

RECOGNIZE the problem from all angles . . .

1. What do you want to accomplish/What is the desired outcome (e.g., dependability)?

2. What are all the things that are making it difficult to achieve the desired outcome?

ALTERNATIVES need to be generated . . . (at least 3)

1.

2.

3.

4.

5.

DECIDE on an alternative (or two) that makes the most sense.

DETERMINE if it was the right one . . . Try another alternative?
RADD

Vignette #1: Dependability

Situation:
Michelle got a new job as a waitress. On a Friday night, during the first week of employment, the boss told her that she had to help close up the restaurant.
Michelle did not want to help because she had a date, but her boss seemed very insistent that she work late.

Consider that . . .
Michelle is a seventeen-year-old who is currently a senior in high school. She is working twenty hours a week at the restaurant. Michelle has never worked before, and her sister was responsible for helping her get this job. She has never had a steady boyfriend, and this will be her third date. They are supposed to go to the 8:00 p.m. movie, and the restaurant closes at 8:00 p.m. She will be closing with the assistant manager, and this will be her first opportunity to do so.

Michelle's boss is a nice guy. He owns the restaurant. He hired Michelle on the recommendation of her sister, who worked for him before she enrolled full time at the community college. He is a family man and has two teenage children who are 13 and 16 years of age. He needs some time for them and has chosen to leave the restaurant early this evening to attend the high school football game. He is shorthanded tonight and feels like this will be a good test of Michelle's ability to make decisions that reflect how much she values her job.

Use your RADD Worksheet to problem solve Michelle's situation.